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ABSTRACT

This theme issue of the "Social Studies Journal" focuses on the worldwide conflict known in the United States as the French and Indian War (1754-1763). The volume is dedicated to examining the conflict in Pennsylvania. Western Pennsylvania became a battle-scarred landscape as the British and French, with their Native American allies, struggled for control of the continent. The issue features eight articles: (1) "Armstrong's Expedition against the Lenni-Lenape at Kittanning During the French and Indian War" (Mark Mraz); (2) "How Can I Live in Bethlehem All My Life and Never Hear of the French and Indian War?" (Lisa Smitreski Draper); (3) "Bringing History to Life through Art and Drama" (Robert Millward); (4) "Songs of the French and Indian War" (Mariana Whitmer); (5) "Queen Aliquippa and the Start of the French and Indian War" (William Switala); (6) "Reading List for Students" (Kathleen Werner, Comp.); (7) "Jumonville, Fort Necessity" (Jane Clark); and (8) "Fort Ligonier" (Martin West). (BT)

Social Studies Journal, 2003

Leo R. West, Editor

Social Studies Journal v32 Spr 2003

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SOCIAL STUDIES JOURNAL



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Volume XXXI

Spring 2003

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Editor

Leo R. West

Volume XXXII

Spring 2003

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EDITOR'S NOTE

Next year marks the Two hundred fiftieth anniversary of a world wide conflict known to most Americans as the French and Indian War. Western Pennsylvania became a battle scarred landscape as the British and French with their Native American allies struggled for control of the continent. This war for empire was fought in Europe, Asia and the Caribbean as well as in America.

This issue of the Journal is dedicated to examining the conflict in Pennsylvania. Most textbooks dismiss the French and Indian War with Washington's stand at Fort Necessity, Braddock's defeat and the eventual capture of Fort Duquesne by General Forbes. The entire struggle is often confined to less than a single period of class discussion and the retention of a couple of dates. There is much more to the story.

Settlers who had disregarded the admonition about crossing the Allegheny front found themselves the victims of terror attacks by Native Americans. Refugees poured into Eastern settlements. Anti-war sentiments raised by Quakers were scorned by those who fled the frontier.

Mark Mraz takes a look at a pre-emptive strike in a raid on Kittanning. Robert Millward uses the art of Robert Griffing to challenge stereotyped images of Native Americans. Lisa Draper offers a use of geography to focus on how Bethlehem became a refugee center as frontier raids drove settlers from their homes. While we generally assume that colonial conflicts were devoid of cultural pursuits, Mariana Whitmer provides snippets of music from the period. The Seneca Queen, Aliquippa, was clearly in sympathy with the British when George Washington visited her the during one of his excursions into western Pennsylvania. Bill Switala traces Aliquippa's movement to the east upon Washington's surrender at Fort Necessity which would bring on the French and Indian War.

Blurbs on Fort Necessity and Jumonville were submitted by Jane Clark of the National Park Service and Steven Nuckles. The list of references compiled by Kathleen Werner is from a display of materials at a session of the PCSS Conference in Allentown.

The intent of this issue of the Journal is to provide teachers with some resources to use as the commemoration of 125th anniversary of the war begins 2004.

Western Pennsylvania French and Indian War Sites

★ Fort Duquesne
★ Fort Mifflin

★ Fort Mifflin

Pennsylvania

★ Fort Mifflin and Banker Hill

★ Fort Mifflin

★ Fort Duquesne
★ Fort Pitt
★ Braddock's Field

★ Bushy Run Battlefield
★ Fort Ligonier

★ Fort Mifflin
★ Fort Mifflin
★ Fort Mifflin

★ Fort Mifflin
★ Fort Mifflin

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★ Fort Mifflin
★ Fort Mifflin

★ Fort Mifflin
★ Fort Mifflin

★ Fort Mifflin
★ Fort Mifflin

Now is the time. Visit the place. Hear the story.
Bring history alive. Join in the commemoration.

Courtesy War for Empire Symposium Project War for Empire Consortium, Allegheny Conference on Community Development

Armstrong's Expedition Against the Lenni-Lenape at Kittanning During the French and Indian War

Mark Mraz

The French and Indian War (1754-1763) was a conflict between the French, allied with the Indians, and the British over the territory now known as Western Pennsylvania. Actually Indians were allied with the French and the English. Native Americans joined the French because they believed the French wanted to trade not settle the land. Other tribes sided with the British because they were enemies of the Delawares. Thus these disputes broke out into open warfare and eventually hostilities spread to Europe where the conflict became known as the Seven Years War.

In North America, The French alliance with the Indians proved quite successful during the early stages of fighting. The British government sent two regiments of regulars under the command of General Edward Braddock to defend the settlers against the French and their allies. Braddock's army left Fort Cumberland in June of 1755 and set out for Fort Duquesne, which was the French stronghold at the point where the Allegheny and Monongahela form the Ohio river. Progress was slow until July of 1755 at the ford of the Monongahela about seven miles from Fort Duquesne, Braddock's army met its defeat (Smith, 1917, p. 28). Braddock a seasoned veteran of the European wars refused to fight Indian style. This made his men targets for the French and Indians because the British would not hide behind rocks and trees for cover. This English loss prompted the Indians to take advantage of the situation and attack the settlers on the frontier.

The success of the Indian raids on the frontier prompted the proclamation of Governor Robert Morris issued on April 14, 1756. The declaration called for rewards for the capture,

and killing and scalping of Indians above the age of twelve years old (Engle, 1880, p.93). This measure, Morris hoped, would induce the people to take the offensive against the Indians. A contemporary observer noted that the crops of 1756 were the best in many a year and a large number of settlers were leaving their homes because of fear of an attack (Donedoo, 1926, p.775). Obviously, the situation was serious. The crops needed harvested, people had a right to live on their farms, but the French-Indian alliance threatened their very existence.

The situation was further complicated by the Indian raid on Fort Granville on July 22, 1756. The soldiers were out protecting the harvesters when one hundred Indians and fifty Frenchmen attacked and destroyed the fort. The destruction of Fort Granville spread fear among the people living West of the Susquehanna River and led them to seek refuge in more populated and fortified areas around Philadelphia (Godcharles, 1933, p.85). It became apparent that a weak point in the British strategy was that it had failed to take the war to the French and Indians (Dunaway, 1935, p. 108).

Governor Morris decided that the Indians should know the fear of being attacked and having their homes destroyed. Therefore, Morris planned an attack against the Delaware Indian village of Kittanning (Jenkins, 1903, p. 459). The town was the chief settlement of the Delawares. The English called the French allies the Delawares. The tribal name for these people was Lenni-Lenape. The name Kittanning is of Lenni-Lenape origin and literally translated means, "at the great or main river." The river is the Allegheny, or as it was known to the French as Atique, to the English as Ohio, and the Indians as Ohehu or Hohehu (King, 1920, p.133).

The area was a good location for an attack for a number of reasons. The Indians stored their plunder, kept their captives, and stocked supplies such as guns and ammunition at Kittanning. The village was also the residence of Captain Jacobs and Shingas, known Delaware Indian leaders (Engle, 1880, pp. 93-94).

Governor Morris hoped that the expedition against the village would be able to kill Captain Jacobs and Shingas, release several prisoners, and deliver a severe blow to the enemy war effort. Another reason why Kittanning was selected for the offensive was an intelligence report provided Morris by George Croghan. Croghan reported that an Indian informant, Delaware Jo, told him that a large number of Indians were gathering at Kittanning for a large scale attack on the frontier, and over one hundred prisoners were held in the village (Denny, 1920, pp. 131 - 132).

Before Morris could carry out his plan, he was replaced by William Denny. Morris informed Denny on the expedition and plans continued (Engle, 1880? pp. 93-94). Lieutenant-Colonel John Armstrong was selected to lead the mission (Godcharles, 1933, p. 86).

John Armstrong was born in 1720 in Northern Ireland. Around 1746, he and his family came to Pennsylvania and settled in the Cumberland Valley. A surveyor by trade, Armstrong was instrumental in laying out government roads. He enlisted in the army as a private, and was appointed captain of the second battalion of provincial troops. By May 11, 1756, he had achieved the rank of Lieutenant-Colonel (Darlington, 1887, p. 184). Armstrong was selected as the leader of the enterprise because of his family's well known military record especially that of his brother Joseph. Armstrong's brother was in command of Fort Granville and was killed in the raid of July 1756 (Godcharles, 1933, p.86).

Using information from an escaped Kittanning prisoner, John Baker, Armstrong prepared for the march (Stevens and Kent, 1956, p.2). The route was to be along the Kittanning Path, an Indian trail which roughly parallels U. S. Route 422. Armstrong assembled some 307 Scotch-Irish troops from various parts of Pennsylvania at Fort Shirley in present Huntingdon County and headed West toward Kittanning (Smith, 1885, p. 55). These men comprised the Second Battalion of the Provincial Pennsylvania Regiment (Stevens & Kent, 1956, p. 2). The style of march was Indian file (Armstrong, 1853, p. 767). The expedition was to be approximately 150 miles into the Pennsylvania wilderness (Fisher, 1927, p. 8).

Considering the distance and size of the force one cannot help but to be amazed at the fact that the entire army remained undetected (Armstrong, 1853, pp. 767-768). The rapid marches over rough terrain were probably rather harsh for the foot soldier who carried about 63 pounds of equipment including an eleven pound-one ounce firelock rifle, a haversack containing provisions of ten pounds-one ounce, and wearing a regimental coat weighing five pounds-two ounces (James & Stotz, 1958, p.105).

As the soldiers marched, they probably conversed on what the conditions were for the prisoners at Kittanning and other enemy strongholds. John Heckewelder, a missionary who lived with the Delawares, provides one with some understanding of the situation of captive. According to Heckewelder, when a prisoner was brought into camp he was shown a painted post at a distance of 20 to 40 yards. Then the prisoner was instructed to run for the pole as fast as he or she could while the men, women and children of the village formed a gauntlet. If a captive showed courage, he or she was spared, but if they showed fear they were killed. Once this ritual was completed the hostages were left alone unless they tried to escape. Killing for the Indians seems to have been a form of revenge. A

captive would be killed or tortured to avenge the death of a relative or friend killed in battle. Heckewelder further stated that after a period of time the prisoners were adopted by Indian families in place of lost relatives (Heckewelder, 1876, pp. 217-218).

This view contrasted sharply with the perspective of the people who populated the wilderness and feared the Delawares. The condition of the prisoners at Kittanning was described by two women captives, Marie Leroy and Barbara Leninger. These two women stated that when they entered the village they received three blows on the back. The beating was merciful and the ladies concluded that it was done to keep up an ancient tribal ritual. The two were given such tasks as tanning leather, making shoes, clearing land, planting corn, cutting down trees and building huts. The food given them consisted of acorns, roots, grass, and bark (Walkinshaw, 1939, p. 131). One can only imagine the rumors and stories which, no doubt, the soldiers discussed on their march to Kittanning.

The advance along the Kittanning Path was slow. On the 3rd of September, 1756, the party reached the beaver dams near Frankstown, and within three days were about fifty miles from the town. On September 7th, the march was continued into the night so as to reach the village by dawn. When the force was approximately six miles from Kittanning, the advance party came across Indians at a fire. It was decided to bypass them leaving Lieutenant James Hogg and a few men to watch the Indians. Meanwhile, the main body of the army left their blankets and baggage at a place now known as "Blanket Hill." This measure was taken so that the extra gear would not alert the Indians by making any needless sounds and it would enable the men to maneuver better without the additional equipment (Armstrong, 1853, p. 767).

The group was guided to the village by

whooping and shouting. The party finally reached the river called the Ohio (Allegheny) about 100 perches or 550 yards from the town. The soldiers crept along the river bank to the front of a cornfield. At this moment, an Indian was heard whistling in a singular tone. Armstrong gave the order for silence and asked, John Baker, a scout or pilot, if the Indian had detected the force. Baker relieved the Colonel by stating that the signal was the manner in which a young brave called to his squaw. The men sat in silence and observed the sleepy village (Armstrong, 1853, p. 767).

At dawn, the attack began. Captain Jacobs supposedly at this moment stated that the Whitemen had come and that soon there would be scalps enough for everyone (Godcharles, 1933, p. 87). The Delawares remained in their huts firing through loop-holes in the logs (Engle, 1880, p. 94). Armstrong next ordered the huts to be burned. John Ferguson ran through enemy gunfire to light Captain Jacobs' hut on fire with burning bark (Beers, 1914, pp. 102-103). Once the huts were on fire the Indians were asked to surrender, but they refused. As flames began to engulf the huts, one Indian began to sing while a squaw cried. Eventually the flames consumed the hut of Captain Jacobs which contained ammunition and exploded. Afterwards prisoners identified the bodies of Captain Jacobs, his wife and son. The captives said that the style of hair and the powder horn on the body were those of the chief (Armstrong, 1853, p. 762).

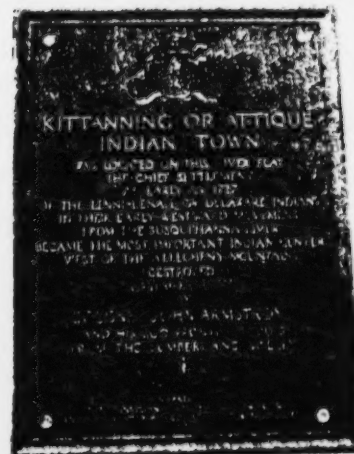
According to Armstrong's report to Governor William Denny of September 14, 1756, an uncountable number of Indians were killed, the huts and surrounding croplands were destroyed. As for the British, seventeen men were killed, thirteen men including Armstrong were wounded, and nineteen men were missing. About seven prisoners were set free, a large number of prisoners had been moved across the river several days before the attack. This is why only a few captives were

released (Armstrong, 1853, p. 776). One wonders if Armstrong had an informant among his party because of the move of the majority of prisoners to another location shortly before the attack.

Once the town had been secured, someone noticed a number of Indians on the other side of the river heading in the direction of the British forces. Armstrong decided that the force should retreat instead of face the enemy reinforcements. This retreat led to a general chaos in the ranks. However, all but two from Armstrong's force made it back to safety at Fort Littleton or some other safe haven (Smith, 1917, pp. 23-24).

The French attempted to utilize the attack and destruction of Kittanning as a device to stir up the Indians to more violent attacks against the British (Donehoo, 1926, p. 783). The psychological effect of the raid on the Indians and settlers was great. The Indians now realized that the English were fighters (Buck & Buck, 1935, p. 85). From this time on, the Indians would be fearful that while they were on a raid their homes might be destroyed and their families killed. The destruction of the surrounding croplands greatly reduced the Indian food provisions for the winter.

The impact on the settlers was of a positive nature. *The Pennsylvania Gazette* called the raid the greatest blow dealt the French Alliance since the war began (Davidson, 1957, p. 186). The frontier people now had greater confidence in the ability of their government to protect them. The raid was praised as a significant military achievement and Armstrong received gifts of appreciation for his efforts. On October 5, 1756, the city of Philadelphia gave Armstrong a vote of thanks and 150 pounds for himself and his officers. On January 5, 1757, Armstrong received 252 pounds for Indian scalps and returned prisoners held captive. In addition to these funds, Armstrong was given a plot of land at Kittanning which he entitled Victory (Stevens & Kent, 1956, p. 5)



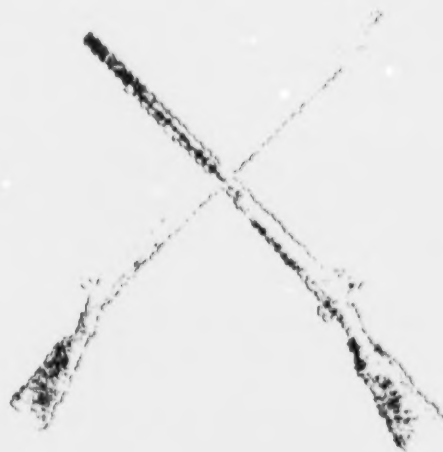
1756 - Colonel John Armstrong Defeats the Delaware (Lenni- Lennape) Indians.
Plaque at Kittanning's Riverfront Park

The victory at Kittanning almost stopped the Indian raids in this area and led to the beginnings of a series of tribal councils promoted by the Quakers of Pennsylvania (Stevens, 1967, p. 55). The village was reoccupied, but ceased to be a meeting place for hostile activities against the frontier settlers (Donehoo, 1928, p. 783). Thus, the destruction of Kittanning helped to bring an end to hostilities in Western Pennsylvania, and eventually brought the conflict closer to its end.

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HOW CAN I LIVE IN BETHLEHEM ALL MY LIFE AND NEVER HEAR OF THE FRENCH AND INDIAN WAR?!

Middle school students use inquiry to connect geography and local history

Lisa Smitreski Draper

How can teachers use local resources to teach geography and the history of the French and Indian War?

Background

William Penn was granted the area of Northampton County (formerly part of Bucks County) in 1681 by a deed awarded to him by the King of England. However, the first inhabitants to this area were the Lenni Lenape Indians. The settlers and Lenni Lenape Indians resided peacefully, but this would change with the demands of The Walking Purchase. The Walking Purchase favored political boundaries to the English to the dismay of the Lenni Lenape Indians (Northampton County History, 2002). In 1737, Pennsylvania authorities possessed a treaty allegedly signed by the Lenni Lenape Indians that granted the colony the area that a man could walk in a day and a half. The estimate included about 40 miles; but Pennsylvania hired the fastest man they could find and the Lenni Lenape Indians lost about 80 miles of their land. Even though the Lenni Lenape Indians protested this Walking Purchase to the Governor of Pennsylvania, they were pressured by the Iroquois to leave the area and move west (PA State Department, 2002). This caused much tension between the colonists and the Lenni Lenape Indians.

In 1755, the French began the struggle against the English in North America. The Lenni Lenape Indians sided with the French because they were angered by the results of the Walking Purchase (Lehigh County History, 2002). In western Pennsylvania, the British hoped to capture the French Fort Duquesne but instead were ambushed. No British forces were present along the western frontier to protect the settlers.

Settlements

were attacked and settlers were forced to seek refuge in safer locations. Nazareth and Bethlehem were two towns that turned into havens for refugees (Whelan, 2002). Nazareth was mainly an agricultural community located north of Bethlehem, more of a trading community.

William Allen of Philadelphia sold 5,000 acres to the Moravian religious group to settle and practice freely (Lehigh Valley, 2002). This area became known as "Bethlehem." The Moravians founded Bethlehem in 1741 and established it as a trading town. The French and Indian War forced refugees to crowd towns like Bethlehem, Pennsylvania. The population of the town of Bethlehem was approximately 600 people. It was reported that approximately 208 refugees had entered in Bethlehem in about one week (Northampton County History, 2002).

In January 1756, the Moravian settlements in Bethlehem and Nazareth were exposed to Indian attacks and the people of Bethlehem created a stockade as a form of protection against the Indian raids (Wayne, 2002). The war in North America ended in 1759 with the British capture of French forces in Quebec, Canada; but attacks threatened the Northampton County area until 1763 when a peace treaty was finally signed (Whelan, 2002).

According to Lance Metz, historian at the National Canal Museum in Easton, Pennsylvania, the Treaty of Easton (1758) that helped to bring an end to the French and Indian War, "may have been

the most internationally significant event to happen in the Lehigh Valley" (Whelan, 2002). This treaty encouraged American Indian nations like the Delaware Lenape to side with Great Britain. These alliances gave the British an advantage over the French; and eventually the British won the war.

Integrating Geography, History, and Inquiry

The French and Indian War is one unit taught as part of a course in the Grade 8 curriculum in the Bethlehem Area School District, Bethlehem, Pennsylvania, while World Geography is the main curriculum for Grade 7. A combination of inquiry and local resources could be used to better prepare Grade 7 students for Grade 8 social studies and also improve their application of geographic concepts to newer information in another aspect of social studies, particularly history. Nine grade 7 students volunteered to use inquiry to become familiar with the French and Indian War while using what they have learned from Geography class.

Are students able to make the connections of the major concepts (the 5 themes of geography) learned in grade 7 and apply them to the grade 8 curriculum of American History? How could teachers utilize the concepts of World Geography and apply them to local history to encourage more student involvement in learning it while applying the five themes of geography? Can students understand how the five themes of geography are used throughout the world when they lack an understanding of how these themes are applied to their own backyard? The method of inquiry could be used to help students become more aware of their own experiences and knowledge of information and application of the skills and concepts attained over the years.

Introducing the Activity

One of the first questions to get the

students interested would be to see what they think they know about the topic, in this case, the French and Indian War. A "K-W-L-H/E" chart could be used, or a variance of this type of chart. The "K" portion asks students what they know or think they know about a topic. The "W" portion asks students what do they want to learn about a topic. The "L" invites students to explain what they have learned about a topic. The "H" requires students to explain how they can find out more information about this topic, while the "E" requests evidence for why a student thinks something in particular about this topic. The nine student volunteers were asked to complete a similar chart (See Figure 1). Figure 1 organizes the questions explored by these students. What do you know (or think you know) about the French and Indian War?

Student # 1- French and Indians fighting each other.

Student # 2- It lasted about 9 years.

Student # 3- The French were running India.

Student # 4- The French and Indians fought in it.

Student # 5- The French and Indians were in a war.

Student # 6- French and Indians were in the war.

Student # 7- It was a war between the French and the Indians.

Student # 8- War between the French and Indians.

Student # 9- French and Indian people were in it.

Seven of the nine students acknowledged that the French and Indian War involved the French and Indians; while the other two students focused on the length of the war and that the French controlled the country of India. It appears that the students tried to figure out what the war was about by the name given to this war on the North American continent. These nine students believed that this war was fought between the French and the Indians.

Geography Theme #1: Location

The first theme of geography, location, is used to identify places. Relative location uses landmarks to find places while latitude and longitude are used to find exact location. The Lehigh Valley, particularly Bethlehem, played a significant role in the French and Indian War. Where do these nine Bethlehem resident students believe the French and Indian War took place?

Student #1- Turkey

Student #2- Turkey

Student #3- North America or Turkey

Student #4- North America (U. S. A.)

Student #5- U. S. A.

Student #6- American Colonies

Student #7- On Indian ground

Student #8- India

Student #9- North America (U. S. A.)

Several students believed that the French and Indian War took place in Turkey. Perhaps these students looked at the map and noticed that the country of Turkey is somewhat a mid-point between the countries of France and India. Other students believed that North America was the fighting ground and they questioned the United States (which did not exist at the time) as the fighting ground. Not one student identified France as a fighting ground but the country of India was identified as well as "on Indian ground." Students should be expected to explain why they think the French and Indian War took place where they said it did. Student explanations would help a teacher understand why a student believes what he or she does.

The answers provided by the students depicted their lack of understanding of the local history of Bethlehem, Pennsylvania. Consider a case study of local history and geography to better prepare students for additional content while applying skills already learned.

Geography Theme #2: Place

The theme of place reflects human features and natural features. In studying local history, students could explore the origins of the city of Bethlehem. The city of Bethlehem is a place that was established in 1741. The Moravian settlers began a community based on agriculture and trading while emphasizing the role of religion in their lives. The residents of Bethlehem built homes and businesses that increased the population to 600 in the 18th Century. Students could explore where most of the people resided and why. How and why did Church Street in Bethlehem become the main residential area?

Geography Theme #3: Region

The theme of region is defined as an area that has one or more common characteristics. Why did the Moravians choose this region to settle? The Moravians had religion to support their close ties with one another in this region. Also, the climate of Bethlehem was conducive to an agricultural-based economy that the Moravians were accustomed to in Germany and the culture was German.

Geography Theme #4: Movement

The theme of movement includes the transfer of goods, people, and/or ideas from one place to another. How does a war affect the movement of goods, people, and/or ideas? First, examine the transfer of people. What countries or groups of people do these nine students think were involved in the French and Indian War?

Student #1- Blacks and Whites

Student #2- Blacks and Whites

Student #3- Indians, French, Blacks, and Whites

Student #4- French and Indians

Student #5- French and Native Americans

Student #6- Indians, French, Americans, and British

Student #7- French and Indian tribes

Student #8- India and France

Student #9- French and Indians

The countries involved in the French and Indian War included the French, British, Colonists, and American Indian nations. Since some students noted that Blacks played a part in the French and Indian War, students should be encouraged to find out what role, if any, Africans played in the French and Indian War.

Through investigations, students can examine the groups of people in the area of Bethlehem and the Lehigh Valley. The theme of movement could be investigated using questions. How have the populations of Bethlehem and the Lehigh Valley changed since the arrival of the colonists? What effect did the French and Indian War have on the populations in Bethlehem and the Lehigh Valley? What goods were transferred before, during, and after the war? How did the war affect the transfer of goods? What ideas were transferred as a result of the war? Did the increase in population in Bethlehem affect the culture? Did the increase in population change any of the ways of life in Bethlehem?

Geography Theme #5: Human Interaction with the Environment

The theme of human interaction with the environment explains how humans have changed the environment. Fighting a war can have an enormous impact of the environment for the people and wildlife in the area. In what ways did the French and Indian War change the environment in Bethlehem?

The final "victor" of the war then has earned the right to determine how the seeds of victory are sown. Who do these nine students think won the French and Indian War? While not explored in this particular activity, students could be encouraged to explain why it is they provided the answer they did to the questions. This would be an

opportunity for the teacher to probe student thinking and assumptions.

Student #1- Indians

Student #2- French

Student #3- Indians

Student #4- French

Student #5- French

Student #6- Indians

Student #7- French

Student #8- France

Student #9- France

Six of the nine students believed the French to win this war. The students are knowledgeable about the fact that the Native American Indians had lost an enormous amount of their land to the Europeans. Perhaps that is why the majority of the students believed the French won this war. Three of the nine students believed that the Indians won the French and Indian War. It appears that the students took the name of the war and picked one of the two groups to label as the victor. The explanation of the choices should be emphasized. Why did some students think that the French won while others think the Native American Indians won? Explanations will help the teacher and the students become more familiar with why they think the way they do.

According to these nine students, what role do they think geographic knowledge plays in fighting a war?

Student #1- To know where things are located.

Student #2- To know where things are located.

Student #3- To know where you might set up camp (not on a hill) and where things are located.

Student #4- If you are on a higher elevation that will give you a better chance of winning.

Student #5- Knowing where to hide (like mountains) so that you don't end up in an open valley so you don't get shot up.

Student #6- If you're on a mountain, travel

routes.

Student #7- It matters because you wouldn't want to be ambushed. You always want the highest ground.

Student #8- The role in finding how to get to the enemy.

Student #9- In positioning oneself in a position at which is good for a battle.

A few students acknowledged the theme of location. However, "things" is ambiguous. Can it mean rivers? Fresh water? Can it mean shelter? Food? Explanation could be used for further clarification. The issue of higher ground was mentioned. While a few students commented that the higher ground should be secured, another student disputed this by stating that you would not want to set up camp on a hill. Why or why not? A discussion on this topic would be valuable to help the student understand how geography is vital to fighting a war. The students completed these questions individually. It would be interesting for the teacher to listen to this group of nine students discuss these questions prior to the study of the unit on the French and Indian War.

Student Research

After the introduction questions were completed, these nine students investigated the French and Indian War using resources available in the school library that included encyclopedias, books, electronic encyclopedias, and the Internet. The students worked in pairs to locate the information. The students then completed the same questions using research information. The students appeared shocked, surprised, and somewhat embarrassed about their earlier suggestions.

Student Conclusions

Student #1 found that the French and Indian War is also known as "The Seven Years' War" and that it took place in America and in Europe. The Indians, British, and French were involved in this war and Britain won the war.

Student #2 found that the French and Indian War was also called the Seven Years' War and that the war took place in Europe and in America. Groups involved in this war included the Indians, British, and French. Student #2 perceived the winner of the French and Indian War to be the French.

Student #3 found that another name for the French and Indian War is the Seven Years' War and that it was fought on the continents of North America and Europe. Indians, British, and the French were involved in this war that was won by the British.

Students #4 and #5 identified the French and Indian War as taking place between 1754-1763 and explained that the hostility began over the building of Fort Duquesne and ended with the Treaty of Paris. These students noted that war was declared in fall of 1755 with the capturing of the French ships "Lys" and "Alcide," but failed to find out what group was responsible for beginning the war. Students #4 and #5 placed this war on the North American continent and identified the groups involved as the French, Canadian colonists, and American Indians allies versus the British American colonists. Britain was identified the victor and noted that the Native Americans were native to the land so it was easier for them to attack. Student #5 also shared that the Native Americans knew where to attack and hide.

Student #6 noted that the French and Indian War lasted 9 years but provided no dates to place in a chronological sequence. This war was fought on the continents of North America and Europe. This student found that the British, Iroquois Indians, and French were involved in this war; but that most of the fighting was done between the British and the French. While not stating who won the war, this student found that the French surrendered to Amherst in 1760. This student

recognized the importance of geography in fighting a war as "depending on what kind of land you are on."

Student #7 also found that the war lasted nine years but provided no years. This student noted that the fighting grounds were found in America and Canada and was fought by the British, Iroquois, and French. This student provided no victor, but noted the French surrendered.

Students #8 and #9 found that the French and Indian War was fought in North America, specifically in the 13 Colonies and "Kanata." These students found those involved were British and French; and that the British won. These students found that the Treaty of Paris (1763) gave Britain control of half of North America, French Canada, all French claims east of the Mississippi River, and Spanish Florida. The French also gave Spain all land west of the Mississippi River and Louisiana.

Shocked and embarrassed at their original assumptions about the French and Indian War, these nine students began to realize how important the role of geography is in fighting a war.

Connecting the Research to Current Events

Students discussed the U. S. war on terrorism being fought in Afghanistan that was declared by President George W. Bush following the September 11th attacks on the United States. They discussed their knowledge of the geography of Afghanistan and what it is the United States soldiers must be prepared to deal with such as lack of water, possible droughts, rugged mountains, and cold winters. Students compared and contrasted the French and Indian War with the United States' war with Afghanistan. The students created a Venn diagram (See Figure 2) to help organize the information being brought up in the discussion.

Differences included the type of warfare used. In the French and Indian War, soldiers had to experience guerilla warfare while the war on terrorism used more high tech equipment as well as dangerous possibilities of chemical warfare. Valleys, cold winters and mountains posed challenges for the soldiers in the French and Indian War. Soldiers in the War on Terrorism experience challenges of the cold winters, rugged mountains, and droughts. Some similarities included that the French and Indian War included Great Britain, the most powerful empire in the world in the 18th Century; and in the 21st Century, the United States is the most powerful country in the world. While the French and Indian War dragged on for approximately nine years, President George W. Bush warned Americans that the war on terrorism could last several years. Both the British Empire and the United States had to fight in distant lands, Britain in North America and the United States in Afghanistan. Figure 2 could be used to organize the information.

The connections between geography and local history could be organized in a chart. These nine students created the chart (See Figure 3) to organize their ideas of how the five themes of geography can be applied to the French and Indian War. The nine students collaborated on the chart. The students agreed that the location of the French and Indian War took place on the continents of North America and Europe. They agreed that the main region of the fighting on the North American continent was in the region of the northeast. While the fighting took place in the northeast region, the students agreed that one place affected by the French and Indian War included their hometown of Bethlehem, Pennsylvania. The students identified the theme of movement in the aspects of people, products, and ideas. Bethlehem was used for refugees. The fighting forced people to take refuge in the small town of Bethlehem whose main

economy was that of a supplier of agricultural products grown in Nazareth. The interaction of the refugees with the Moravians promoted the exchange of culture.

Investigating Beyond the Classroom

Students should have an understanding of local history to appreciate their local surroundings and the history of the area in which they live. When the activity was completed, the students shared that they wanted to learn more about the French and Indian War in the Lehigh Valley. Several sites in the Lehigh Valley were visited to learn more about the local history and geography of Bethlehem and its role in the French and Indian War. These sites are listed at the end of this article.

Students can find more information about these events by visiting the locations in the Lehigh Valley. The Lenni Lenape Historical Society and Museum of Indian Culture in Allentown provides a glimpse of the culture of the local Lenape Indians. Historical Bethlehem sites of the Moravian headquarters include houses such as the Brethren's House on Church Street that stood erect and were protected by the stockade during the war for protection. Also, the Moravian Cemetery on Church Street in Bethlehem maintains individuals buried since the 18th Century. Nazareth's Whitefield House on Center Street also served as a local refuge. In Easton's Centre Square at 3rd and Northampton Streets, peace treaties were negotiated between the English, Colonists, and Indians in 1756 and 1762. If you are not within local distances to visit these locations in person, web sites offer valuable information on these events.

Suggestions for the Curriculum

If students are taught the research skills they need to investigate their own interests, they will seek more information about these topics. Grade 7 students are capable of challenging their

assumptions with the use of investigation and research. Many questions can be pursued which connect history and geography to local history. For example, examining the population of Bethlehem during the French and Indian War, what impact does an increased amount of persons have on the environment? How does this increase in population affect the land and water resources? Students can graph the population increase from the beginning to the end of the war. Students can predict the impact on the resources by comparing similar data on land and water consumption in the area.

In this activity, nine students laughed at how they thought one thing about the French and Indian War and when they found evidence that disputed these assumptions. They shared that they were embarrassed that this war was fought in their area and they did not even know it! They concurred that they needed to find out more about their own local history. One student questioned, "How can I live in Bethlehem for 13 years and never hear of the French and Indian War?" Perhaps we become too comfortable in our familiar settings that we fail to take advantage of the wealth of educational opportunities that are in our backyards!

Conclusion

These nine students used skills they learned in World Geography and applied them to another aspect of the social studies, history. The students applied geographic skills and knowledge to the past as they examined the French and Indian War, but also to the present war on terrorism. The key to the scope and sequence of a social studies curriculum is that students will learn skills and concepts and apply them on different levels as they move on to higher grades. This method of inquiry ties the concepts of World Geography in order to better prepare students for the next level of content which involves American History, primarily the French and Indian War. Teachers should take advantage of

the local resources to make the content more relevant to the student. Skills, concepts, and interest are the valuable assets to the students of the social studies and should be promoted through the use of local resources.

Academic Standards for Geography:

The activity provided in this article meets the following Standards elements:

- 7.1.9 B Explain and locate places and regions.
- 7.3.9 A Explain the human characteristics of places and regions by their population characteristics.
- 7.3.9 B Explain the human characteristics of places and regions by their cultural characteristics.
- 7.3.9 C Explain the human characteristics of places and regions by their economic settlement characteristics.
- 7.3.9 D Explain the human characteristics of places and regions by their economic activities.
- 7.3.9 E Explain the human characteristics of places and regions by their political activities.
- 7.4.9 B Explain the impacts of people on physical systems.

Resources used by students:

- "The French and Indian War," *Encyclopedia Americana*, 1998.
- "The French and Indian War," 2002, www.philaprintshop.com
- "The French and Indian War," 2002 <http://odur.let.rug.nl/~usa/E/7years-war/fiw03.htm>
- "The French and Indian War," 2002, <http://encarta.msn.com>
- "The French and Indian War," 2002, www.angelfire.com

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Historical Bethlehem Partnership. (1999). Bethlehem's early history: A brief overview. *Educational Services*: Bethlehem, Pennsylvania.

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"Lenni Lenape Indians," June 29, 2002, <http://lenape@lenape.org>

"Lenni Lenape," (2002) *Pennsylvania History*. Office of Chief Clerk, Commonwealth of Pennsylvania: Harrisburg, PA.

"Northampton County," June 29, 2002, <http://www.rootsweb.com>

"The French and Indian War," March 9, 2002, <http://www.horseshoe.cc>

Waddell, L. M. and Bomberger, B. D. (1996). *The French and Indian War in Pennsylvania*. Pennsylvania Historical and Museum Commission/Commonwealth of Pennsylvania: Harrisburg, Pa.

"Walking Purchase," July 15, 2002, http://www.dep.state.pa.us/monthlyprograms/American_Indian/walking%20Purchase.html

"Wayne Family," [date of access] June 29, 2002, <http://www.madanthoniwayne.org>

Whelan, Frank. (2002). Living history: Re-enactment series revisits momentous Treaty of Easton. June 27, *The Morning Call*: Allentown, Pennsylvania.

"Whitefield House," [date of access] June 29, 2002, <http://moravianhistoricalsociety.org>

"250 Years: Northampton County Celebrates Its History," March 3, 2002. *The Morning Call*. Allentown, PA.

British Grenadier

Grenadiers were an elite all volunteer force. Recruits had to be six feet tall. Their height was increased by the tall miter style cap, making them an imposing warrior.

A Grenade was dangerous. Hand ignited, they had to be held long enough that an enemy could not return it.



Places to visit:

Centre Square
3rd and Northampton Streets
Easton, PA 18042

Lenni Lenape Historical Society
Museum of Indian Culture
2825 Fish Hatchery Road
Allentown, PA 18103
610-797-2121

Moravian Historical Society
214 E. Center Street
Nazareth, PA 18064
610-759-5070

Moravian Cemetery
Church and New Streets
Bethlehem, PA 18018

Moravian Museum of Bethlehem
66 W. Church Street
Bethlehem, PA 18018
610-867-0173

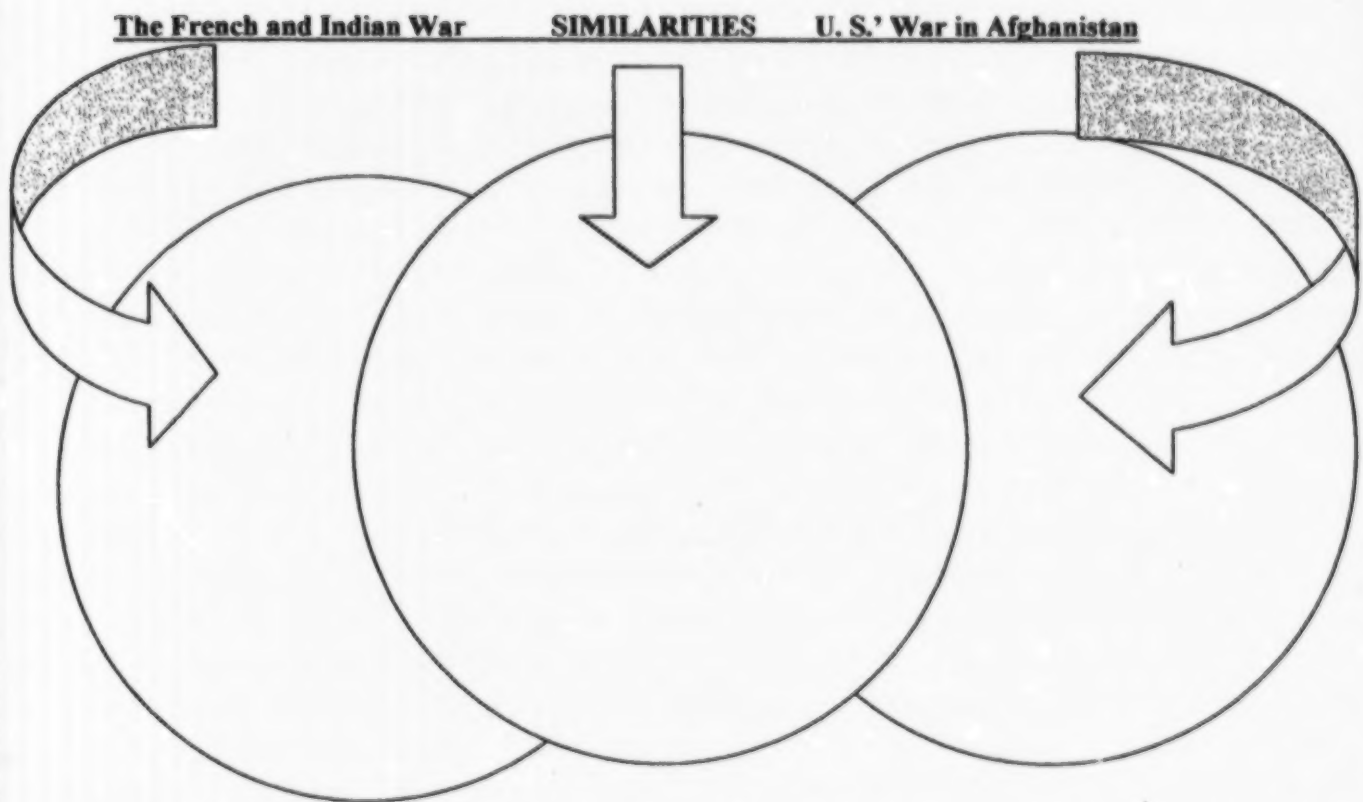
Whitefield House
214 E. Center Street
Nazareth, PA 18064
610-759-5070



The Sun Inn in Bethlehem dates back to the French and Indian War.

Figure 2: Venn Diagram comparing and contrasting the French and Indian War to current events

In this specific activity, the student discussion centered on comparing and contrasting the French and Indian War the United States' war in Afghanistan.



Bringing History To Life Through Art and Drama

Robert Millward

Abstract

Robert Griffing's paintings of the French and Indian War era were used to teach both college education majors and students in several fifth grade classrooms. The purpose was to illustrate the value of using art and drama in bringing history to life. Elementary students spent one month studying the events associated with the war for empire. Throughout the unit, students studied Griffing's art and soon traditional stereotypes of tee pees, war bonnets, and buckskin outfits began to disappear.

[Editors Note: Robert Griffing's paintings can be viewed on the web at:

<http://www.oldgloryprints.com/griffing.htm>

or

<http://www.paramountpress.com/artbyrobgrif.html>]

Bringing History To Life Through Art and Drama

There are three good reasons why schools must continue to support art, and drama. First, art can make history come alive. During the past year, I worked with college education majors and several 5th grade classes as they examined, analyzed, and discussed historical paintings and events related to the French and Indian War era. We used Robert Griffing's book, *The Art of Robert Griffing: His Journey into the Eastern Frontier*, since his paintings accurately portray the French and Indian War era. His paintings dramatically convey the history of the Western Pennsylvania frontier, and because of his historical accuracy, his uncompromising attention to detail, and his superb artistic skills, his paintings formed the centerpiece for studying this time period. His depictions of Delaware, Seneca, and Shawnee Indians enabled students to penetrate the stereotypes they were accustomed to and to develop a much more accurate image of the Indians who lived in the Allegheny and Ohio valley during the French and Indian War era.

To find out what college students and 5th graders already knew, one statement on the pre-assessment asked them to draw what they thought a Delaware village looked like prior to the arrival of white settlers. What did their homes look like? How did they dress? What did they do for fun? How would you recognize their chief? The answers, for the most part, were stereotypical. For instance, 80% of the college students and fifth graders drew Tee Pees as the kind of homes in which Western Pennsylvania Indians lived. Students portrayed Indians dressed in buckskins with fringed deerskin shirts and pants. Many students, both 5th graders and college education majors drew Indians shooting bow and arrows and the village chief had a multicolored feathered headdress. These stereotypes about Indians probably originate from what kids see on television or in the movies, or what they see in some textbooks. Stereotypes, however, began to dissolve when students began analyzing Griffing's Indians.

Woodland Warrior by Robert Griffing

Their pierced ears fascinated fifth graders. During the 1700's, it was not uncommon for Delaware, Shawnee, Wyandot, and Iroquois to make a slit around the complete ear; the skin would be wrapped with wire and after several years would droop down to their shoulders. They learned that most of the Indians in the Western Pennsylvania region carried rifles, wore trade shirts and coats rather than buckskins. They began seeing them, not as collective group, but as individuals belonging to specific tribes. Students saw paintings portraying the Indian's strong concern for family and community. They began seeing them as intelligent negotiators and excellent tacticians. My college education majors were amazed and concerned that

they had not learned anything about Logan, the Mingo Chief who was a friend to the white settlers and an advocate of peace. When a group of white traders, for no reason, murdered Logan's family including his daughter, and his daughter's baby, Logan took revenge on the white settlements across Western Pennsylvania. After peace was restored, Logan refused to attend the treaty ceremonies and instead, sent by way of a messenger, an eloquent speech to communicate his feelings:

I appeal to any white man to say if ever he entered Logan's cabin hungry, and I gave him not meat; if ever he came cold or naked, and give him not clothing. During the course of the last long and bloody war, Logan remained in his tent, an advocate for peace. Nay, such was my love for the whites, that those of my own country pointed at me as they passed, and said, 'Logan is the friend of white men. I had even thought to live with you, but for the injuries of one man. Colonel Cresap last spring, in cold blood, and unprovoked, cut off all the relatives of Logan; not sparing even my women and children. There runs not a drop of my blood in the veins of any human creature. This called on me for revenge. I have sought it. I have killed many. I have fully glutted my vengeance. For my country, I rejoice at the beams of peace. Yet, do not harbor the thought that mine is the joy of fear. Logan never felt fear. He will not turn on his heel to save his life.

Who is there to mourn for Logan? Not one. (Sipe, 1995)

The students' reactions to Logan's speech were compelling. Passionate discussions ensued, some felt he was justified in taking revenge. Others wondered why the white traders got away with murder. Some questioned why Logan's revenge (He killed and scalped at least thirteen whites) wasn't also considered murder. They also studied Griffing's painting of Logan in an attempt to understand the man represented in the painting. This led to further discussions on the impact of stereotypes in our society, the nature of violence and revenge, and the meanings of terms such as

honor, pride, and justice. Several students read aloud Logan's speech and decided that he must have been an outstanding speaker. Students were no longer just seeing a painting: they were seeing the drama unfolding within the painting.

Logan by Robert Griffing

Reason two: drama enhances learning. In addition to trying to replicate Logan's delivery, students also took part in several other dramatic activities. During the first lesson, students were directed to form a huge circle on the classroom floor using a 38-foot piece of barge rope. In order to accomplish the task, they had pushed aside desks and tables to make enough room to construct such a large rope circle. With the students sitting inside the circle, they learned they were really sitting inside the trunk of a giant trees typical of Western Pennsylvania in 1751. It was not uncommon for Indians and white fur traders to seek refuge in these hollow trees during a winter storm or to sleep in these giants, thus being somewhat secure from both human and animal predators. In fact, a Moravian missionary wrote in his diary that twenty-seven fur traders actually held a meeting inside a hollow tree probably to discuss the price of trade goods. By using the rope as a simple prop, it helped to capture the image of the vast forest covering Western Pennsylvania. According to student feedback on a later post assessment, it was one of the lessons they will always remember. The dramatic episodes interspersed throughout this unit did not require students to memorize lines, nor were they required to buy costumes. Even the props we used were very simple. On one occasion, five rocks represented Jumonville's camp in the mountains. Small pieces of cotton muslin were used to demonstrate waterproofing using some linseed oil and iron oxide. Pieces of flint helped them to understand how early Indians knapped arrowheads. Students were encouraged to use their imagination, and, along with help from several Griffing paintings,

they became George Washington, Half King, King Beaver, Christopher Gist, Coulon de Jumonville, Edward Braddock, to name just a few. In one of the first dramatic episodes, five students became part of George Washington's entourage and journeyed into Western Pennsylvania to tell the French to vacate the land. As this group of six students began walking across Pennsylvania, they were asked to visualize the forest, what they talked about at their evening campsite, and what they would see on this three-month expedition. We discussed what kind of merchandise would be sold at John Frazer's trading post and what Washington might say to the Iroquois governor at Logstown. They speculated on the conversation between Washington and the French commander at Fort LeBouf. So rather than just talking about what happened, we were able to imagine what was said and also to get a feel for the kinds of sensations these real life people were experiencing. These short dramatic episodes took little time, yet they had a positive impact on students. For instance when we gave them a post test, they wrote responses such as: "I will never forget Christopher Gist, because I was him," "I never thought of George Washington as a young man," and "I played the part of John Davidson, I wonder what happened to him later on." (John Davidson was Washington's Indian interpreter)

Reason three: art and drama can accommodate different ability levels. It really doesn't matter if you are gifted, or if you have a learning disability; art and drama help to level the playing field. Students, regardless of ability level, loved to analyze each exciting story that Griffing created in his paintings. A painting entitled, "The Crossing" was a favorite with the fifth graders and was one of four paintings depicting Braddock's campaign. The details he included in this painting generated many questions, which led to meaningful discussions. Students wanted to know why George Washington needed to have a pillow between him and his saddle. They wondered how 800 soldiers

could wade across the Monongahela River. Today, that river is nine to twelve feet deep. Did the soldiers know that the Indians were watching them as they crossed the river? Was General Braddock depicted in this painting? One special needs student wondered why it took ten horses to pull the canon across the river, since four horses normally can pull a cannon. Other students wondered why Braddock wouldn't permit his men to take cover behind trees once the attack started. Students who had difficulty reading did not have difficulty imagining what Braddock's soldiers were thinking as they started wading across the river on the fateful day in August of 1755.

The Crossing by Robert Griffing

When we asked the students what they would remember most about the French and Indian era the majority wrote responses such as: "Mr. Griffing's paintings is what I'll remember," "The story of Mary Jemison," "I will always remember how Mary Jemison was separated from her family," "The capture of Mary Jemison," (Another of Griffing's Paintings)

What was accomplished? College education majors and fifth graders learned that history can be exciting and challenging. Two months after the unit, 95% of the fifth graders accurately illustrated a Delaware village and drew detailed sketches of Indians wearing trade shirts with slit ear lobes and living in long houses or bark houses. Long rifles replaced bow and arrows and the village chief no longer wore a multi-feathered headdress. They remembered that the French and Indians teamed together to fight the British. They remembered the giant trees of Western Pennsylvania and commented on the 'rope' lesson. During the entire unit, no worksheets were used and students were never required to memorize a set of vocabulary words or dates. The results of the post-test, which was administered two months after the completion of the unit, strongly suggest that students retained

much of the information that was presented. On the last day of our unit, Robert Griffing visited the school and for an hour and a half, the fifth graders asked him a wide range of questions: "What is your favorite painting?" "What kind of brushes do you use?" "What colors do you use on your palette?" How did you get interested in painting history?" Why don't you use more giant trees in your paintings?" But it also proved to us that art and drama should be used as vital partners along with the academic program. Art and drama are powerful tools that can be used to enhance learning. Observing the students' reactions to Griffing's paintings and seeing history come alive for these students underscored for us the critical importance

of incorporating art and drama in the academic curriculum.

They are powerful tools in the teaching of history. Art and drama can enhance learning in far more meaningful ways than traditional worksheets because they generated real intellectual curiosity and no real learning can take place without that critical spark of curiosity.

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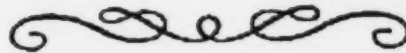
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Songs of the French and Indian War

Mariana Whitmer



Introduction

The French and Indian War, often referred to as the Seven Years War (1754 to 1763), is often viewed as the continuation of hostilities which originated in Europe, or as the actual beginning of the Revolutionary War, due to the negative consequences experienced by the colonists. It was a war directed from England, a circumstance that made it fraught with communication difficulties. Political ambitions fueled many of the tactical decisions and the involvement of the various Indian tribes, who often switched sides depending on their own interests, further complicated the progress of the war. Additionally, it was a war which could not have been especially popular with the colonists, who were probably more interested in hearth and home at the time than conquest and expansion.

The songs that represent this nascent period of America's history are generally British in style and format. While a few have survived through the oral tradition and were only recently published in collections, most of the songs of the French and Indian War exist as broadside ballads. Broad sides were typically large sheets, printed on one side only. In addition to ballads, other matter printed on broadsides included advertisements, proclamations, political statements, etc. Eventually, newspapers and printed sheet music replaced broadsides.

Broadside ballads typically did not include the music and only sometimes a reference to which well-known tune the song should be sung. Often this would be a popular tune known by many and in some cases a tune that might contain emotional or political implications, therefore lending extra depth to the meaning of the song. Broad sides were inexpensive to produce and readily available, typically sold for a few cents a copy and at a con-

siderable profit. Since there were no copyright regulations, texts could be lifted from any source (often newspapers) without reference to the original. Sometimes adorned with woodcuts, they were usually sold in stalls or by traveling peddlers on streets and in taverns.

Songs which appear in broadsides were populist songs, not normally sung around the piano in the home, but in the streets, taverns, and other gathering places. Often neglected as being low-brow or common, the songs which survive from this period reflect the sentiments of those who experienced the war firsthand. They center on the heroes of the war, describing the victories and defeats with similar enthusiasm.

The English Soldier Encouraged

"The English Soldier Encouraged", an anonymous broadside ballad dating from c.1745 actually predates the French and Indian War. Evoking the Greek gods in a call to heroic deeds, this song incites the soldiers to battle, particularly in the important Ohio River Valley and the Canadian settlement of Acadia. It evokes recent victories, particularly the taking of Louisbourg (in 1745, later returned to the French under the Treaty of Aix-Chappelle in 1748). The strategic location of Louisbourg, at the entrance to the St. Lawrence gulf, and Quebec, centrally located on the St. Lawrence River, made these cities critical to victory. It is not surprising that many ballads of the time feature these two cities. The song also refers to localized skirmishes between the British and the Indians, who, depending on the tribe, often took up the cause of either the French or the British.

Notable in this song is the references to Greek mythology. Appealing to their sense of

history, the mention of gods (especially Mercury, the god of war) and chariots evoke potential heroic deeds and superhuman courage. The writer's references to the King calls upon the listener's loyalty while the reference to his service as a soldier increases his credibility and provides a sense of camaraderie (i.e., "take this advice from me").

Since there is no reference to a tune, this song could have been sung to any melody that matched the metric structure and possibly the mood of the song. Smith has matched this text to the tune of Psalm 94 from the Ainsworth Psalter; most colonists would be familiar with the psalms and a rendition such as this would not have been unusual.

Rouse Heroes, Arm, brave Captain take the Field
Great George Commands, Arm with your Spear and Shield
Gird on the glitt'ring Sword upon your Thigh,
Once more true English Courage bravely try,

Maintain the Honour you so bravely won,
Of late, at Louisbourg on Cape Breton,
Where Hero like, you storm'd and took the Town,
And gain'd immortal Trophies of Renown.

Now George commands drive back the encroaching Foe
That plot in Time your fatal Overthrow,
From Accadia, to the Ohio River,
They seize your Lands where Jove is not the giver,

••

Go Heroes bold, you've a commission given
From George our King and the Great KING of Heaven;
The Blood of Infants crying from the Ground,
With scalped Mothers scatter'd up and own.

••

In Anna's Reign a Soldier I have been
But Years forbid that I should go again,
My Hands are feeble yet my Heart is true
With Pray'rs and Wishes it will go with you;
But e'er we part take this Advice from me,
Against good Orders take no Liberty,
Observe good Orders else your Camp's undone
And Mars will smite his bold rebellious Son;

••

In British Annals then your Names will shine
To the remotest Periods of Time;
All round the Globe your mighty Fame will run

And overtake the Chariots of the Sun

••

Break off my Song, my barbarous Muse be still
And silently steal down Parnassus Hill.

Finis.

La Courte Paille

One of the tragic occurrences of the French and Indian war was the expulsion of the Acadians in 1755. The British removed more than six thousand of these French neutrals from their homes in the northern territory because they would not swear allegiance to the British. The Acadians were then parceled out amongst several British colonies in a process of deportation while their lands were confiscated and often destroyed. "La Courte Paille" or "The Short Straw" expresses the somber sentiments of the Acadians who saw their future as bleak and without promise.

This song does not exist as a broadside, but was handed down orally and eventually published. Although the text of the verses is clearly fictional, the chorus reiterates the question foremost in the minds of the Acadians, who perhaps *felt* that they were forced to drift for seven years, while in reality it may have been less. A question for speculation is whether the boy actually sees land in the last three verses or whether he is prevaricating in an attempt to save himself. In either case, the reference to sheep and shepherdesses at this point may be viewed as symbolic, as the Acadians were devout Roman Catholics.

Oh, when I left my native land,
it was a sad and sorry day.
For seven years I sailed the seas,
oh the stormy seas far, far away.
Oh, will we always be unhappy?
Shall we ne'er regain our liberty?
Now, at the end of seven years,
aboard our ship no food had we,
Their dogs and cats, and even shoes,
oh, the crew had eaten hungrily.

One day the sailors got so hungry that they
decided—as you'll see—
To choose a member of the crew,
oh, and serve him up right merrily.

They got some straws and had a drawing to see who
would the victim be;
The shortest straw went to our captain;
oh, what a sorry man was he!

The captain called for little Johnny,
a brave young cabin boy was he;
"Oh, Johnny, tell me, little Johnny,
oh, will you die instead of me?"

Then up and spoke our little Johnny,
as brave a lad as went to sea,
"Oh, Captain, sir, if that's your wish,
oh, then I will gladly die for thee!"

"But e'er I die," said little Johnny,
"a favor I would ask of thee:
I'd like to climb the tallest mast,
oh, and take one last look at the sea."

Then up the mast climbed little Johnny,
and from the top sang merrily:
"Oh, Captain, Captain, I see land,
oh, not far away across the sea!

"Oh, Captain, Captain, I see land,
not far away across the sea,
And I see sheep and lambs a-grazing,
oh, now no more we'll hungry be!

"Oh, I see sheep and lambs a-grazing,
and pretty shepherdesses three,
The nicest one I think I'll marry,
and nevermore I'll go to sea!"

Verses Relating to the Events of 1755

1755 saw increased hostilities during the French and Indian War when many battles were fought and lives were lost. The expulsion of the Acadians, Braddock's defeat, the battle over Lake George (described in "A Ballad concerning the Fight between the English and French, at Lake-George"), and the initiation of Indian raids on the colonists, all took place during this year. Whether the Indian raids were an attempt to assist the French, or simply stall further encroachment on their lands, is unclear.

This rare ballad was found amongst personal papers and published by the Massachusetts Historical Society. Similar to "The English Soldier Encouraged" it features a casual narrative style, as though the writer is relating the story to us, personally. However, while "The English Soldier" enthusiastically calls on young men to serve, this song tells the dismal tale of a tough year and warns of potential further destruction if men don't "repent." One may consider this ballad to be one of the earliest anti-war songs.

1. We that did live in fifty five,
That were preserved & kept alive,
We may record what god has done
Beneath the circuit of the sun.

3. First in the spring the wars begin,
To punish men then for their sin;
They beat their drums & so they cry,
Who will unto the battle fly?

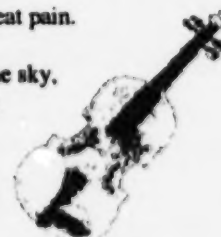
7. They take their forts & so Possess
The pastures and their Wilderness.
The Joyful News spreads o'er the land
That we have gain'd the upper hand.

6. They first arrive at East-ward shores,
Where drums do beat and Cannons roar;
A hero Spirit they retain
Which puts the French-men to great pain.

8. But then a Cloud o'er spread the sky,
For Braddock and his men did die;
They lost the day & so did fly
And fell before the enemy.

11. But yet again there is a Cry
to List and fight the Enemy.
Another Army is gone forth
To meet the Heathen in the North.

The ballad continues with references to bloody battles "fought with garments rol'd in Blood" and the plague, which caused "...those that 'scaped the Enemy" to "fall by sickness & did die." The writer concludes that judgment will be harsh on New Englanders and warns them to "Forsake your sins, repent therefore," before concluding with



"These are the hints which I have made/In fifty-five
it Shall be Said."

Smith matches this ballad to the tune "Gilderoy," a tune originaling connected with the famous outlaw, Rob Roy, for its moralistic connotations (for a facsimile, see Smith, page 222).

Braddock's Defeat

General Edward Braddock (1695-1755) was ill prepared for the Indian assault that his troops endured on July 9, 1755 at Fort Duquesne. Experienced in the traditional style of warfare, with soldiers firing from straight lines, Braddock refused any assistance from the local Indians and militiamen. His arrogance proved to be his undoing, as this ballad indicates. Appearing in Alan Lomax's *American Ballads and Folk Songs*, the anonymous "Braddock's Defeat" exists without any historical annotations. It is written from the viewpoint of one that was there and felt betrayed by Braddock's misdirected leadership. It is an interesting appraisal of the battle with its accusations of treason, as well as the implication that Braddock killed one of his own men and was subsequently shot by another.

The phrase "Would you be like an Indian and stand by a tree?" refers to the woodland warfare, looked upon with disdain by Braddock but successful in defeating his troops that day. When they encountered the French-Indians firing upon them from the trees, several of Braddock's subordinates (including Lt. Col. George Washington) suggested they disperse and fight the Indians in frontier style. However, Braddock was afraid his men would desert, which several did anyway, so he resorted to physical force to keep them in line. When "his desperate men began to break ranks on their own initiative, he charged into them and forced them back into line with the flat of his saber." Although it is not likely that Braddock sustained his mortal wound from his own men, it is

unknown from which direction his wound was received.

It was our hard general's false treachery,
Which caused our destruction in that great day.
Oh, he is a traitor, his conduct does show;
He was seen in the French fort, six hours ago.

And to be marked by the French, I am sure,
There round his hat, a white handkerchief he wore,
And one of our bold soldiers he stood by a tree,
And there he slew many till him he did see.

"Would you be like an Indian, to stand by a tree?"
And with his broadsword, cut him down instantly.
His brother stood by him, and saw he was slain,
His passion grew on him, he could not refrain.

"Although you're a general, brave Braddock," said he,
"Revenged for the death of my brother I'll be."
When Washington saw that, he quickly drew nigh,
Said, "O my bold soldier, I'd have you forbear."

"No, I will take his life, if it ruins us all."
And Washington turned round to not see him fall.
He up with his musket, and there shot him down.
Then Braddock replied, "I received a wound."

"If here in this place, my life I should yield,
pray carry your general, boys, out of the field."

On the landing of the Troops in Boston

This song, dating from c.1758, recounts the joy and heightened morale that was felt in Boston on the occasion of the arrival of fresh British troops. They were sent to the colonies as part of the new policies introduced by William Pitt, whose new administration immediately altered the course of the War by introducing, amongst other things, a fresh crop of military leaders.

This ballad is subtitled "*September 13th. Their March out. Sept. 16th. And the Reduction of Frontenac, August 28. To which is added, The present State of Europe.*" The capture of Fort Frontenac, at the eastern end of Lake Ontario in 1758, not only dealt the French an important defeat but also enabled the British to gain control of the lake. The capture of Louisbourg in July of the same year by Jeffrey Amherst also instilled new

vigor into the war and renewed British hopes of victory.

1. What sounds are these of general Joy,
That on my Ear Drums beat?
Each Face proclaims a merry Heart,
And Frolics fill the Street

2. The Troops are come Huzza! Huzza's
Is echo'd thro' the Croud;
Guns from the Castle flash and roar,
The Bells all ring aloud.

3. Then to the lofty 'spiring Top,
Of Beacon-Hill we went
Thence took a View of Ships and Town,
A Show magnificent!

..

4. Some with Laughin' split their Sides,
Others with Singing roar;
While some 'tis fear'd in Taverns drink
'till they can drink no more.

The next Day, was a Day of Joy,
It was a Thanksgiving;
The Forces Land and add new Cause,
Quite placid and serene.

The Tents around, most beautiful
Form a delightful Scene
And thus lye, all free from Care,
For us aloud to sing.

..

The next Day, Sports of various Kind,
And Business fill'd their Hand;
And while on the Green Grass they lay,
Them Zephyrs gently fan'd.

No Brauls or Fighting was there seen,
None wish'd his Brother ill;
Their Swords were made the French to cut,
And not each other Kill.

..

The drum now beats, "Prepare to Arms!
(They to each other say;)
"We go to Victory," (they cry)
"And make our Name renown'd."



"Lo Canada shall soon be our's,"
They joyful at the Sound;
Encouraging themselves in this,
They cheerful go away,

..

Relate how Frontenac we took,
Down fell the high thick Walls;
Th' inhabitants all wild with Fear,
Are scatter'd by our Ball.

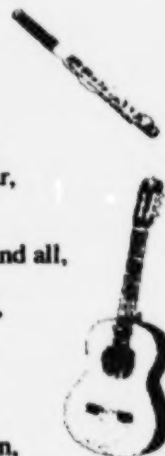
Some leave their Cannon, Fort and all,
And plunge into the Sea;
While others roar and cry aloud,
"What will become of We!"

..

Such dismal Terrors were they in,
When March'd our gallant Men;
They took their Fort and Plunder took,
And nothing let remain.

Wolfe and Saunders

One of the more famous heroes of the French and Indian War was General James Wolfe (1727-1759). Having distinguished himself in Scotland during the Highlander uprising, where he served with the Duke of Cumberland (the so-called "Butcher of Culloden"), Wolfe was brought to the attention of William Pitt and sent to serve in America in 1758. General Wolfe's troops worked in tandem with the able fleet of Vice Admiral Charles Saunders as they laid siege to Quebec starting on the 25th of June, 1759. It wasn't until Sept. 13th that they achieved a decisive victory when Wolfe led a battalion of British soldiers under cover of night up a sheer bluff from the St. Lawrence River and engaged the enemy in a surprise attack. Wolfe was ably matched against Quebec's Marquis de Montclair (1712-1759), who had earlier distinguished himself at the capture of Fort Ontario at Oswego (1756) and the capture of Fort William Henry on Lake George (1757). Although it was a decisive victory that determined the outcome of the War, the battle for Quebec led to the death of both leaders.



This broadside ballad gives a jovial, soldier's viewpoint of the battle for Quebec in a narrative style that begins as a "recruiting" song (i.e., "let's all go together"), but shifts immediately into a straight relation of the battle. Thus the first verse prepares the listener by setting the stage, having them imagine what it would have been like to go to Quebec, and once primed, the narrative begins.

Although this ballad is anonymous and no tune is indicated, I can easily imagine it sung to "The British Grenadier" in a rousing tribute to the British soldiers and sailors. According to the editor of *An American Garland*, quite possibly the only place where this ballad appears, "Malcolm" in the fourth verse, is a misprint for "Montclair."

1. We'll gang abroad in a King's ship,
And lead a soldier's life,
And to Quebec we'll take a trip,
With the merry drum and fife;
And against Quebec we'll go my boys,
Where cannon balls do fly,
And along with Wolfe and Saunders
We'll fight until we die.

2. The 13th of September,
The weather being clear,
All on the plains of Abram
Brave Wolfe he did appear,
At the head of his fine army,
So boldly he did cry,
"Come follow me, my country lads,
We'll fight until we die.

3. Both armies they did meet
The battle for to try,
With drums and trumpets sounding,
To drown the dreadful cry;
Some of the French they ran away,
And some we overtook,
And brought them to old Lewis,
He paid his life so dear.

4. Malcolen and his army,
Came tripping o'er the plain
Thinking brave Wolfe for to have kill'd
And his army to have ta'en;

But they was much mistaken,
As plainly doth appear,
And for Malcolen's rashness
The present to the court.

5. Brave General Wolfe at Quebec
His death wound he received,
His men they hearing of the same
It made them sorely grieve
They being men of courage bold
Not daunted in the least,
They scorn'd to turn their backs, my boys,
Brave Wolfe for to disgrace.

6. Now here's a health to Saunders,
Wheresoever he may be
We've beat the French by land, my boys,
And beat the French by sea;
And as for General Wolfe, my boys,
His praises we will sing,
He's a credit to his country, boys,
And an honour to his King.



The Death of General Wolfe

Several songs appeared shortly after the battle that chronicled Wolfe's success and immortalized him for all time. The most famous of these songs appears in a broadside entitled "The Death of General Wolfe" (1760). Whereas some of the songs concerning this battle, such as "The Siege of Quebec" are narrative, this one is more of a lament for the fallen hero. This text, by an anonymous author, also humanizes Wolfe, as it includes references to his recent engagement.

Originally an anonymous folk tune, the melody to which this ballad was originally sung became almost exclusively associated with this text and subsequently acquired the title "Bold Wolfe," a tune which was then used for other ballads. This was not uncommon, as Smith points out, "several tunes were often associated with a popular ballad and even known by nearly the same name."

Even as the French and their Indians allies were demonstrating battle tactics that defeated Braddock, Wolfe's insistence on his men keeping

rank, "in a form most pretty", was completely successful in this instance. The "plains of Abraham" where the battle was fought is a level field adjoining the upper part of the city of Quebec. It is also said that Wolfe's dying words were an expression of satisfaction that he lived to defeat the French; along the lines of "I die a happy man" when he was told that the battle was won.

As in the previous ballad, the writer evokes a setting before spinning the tale. Another way of urging the listeners to join in, not as a "recruiting" song in this instance, but rather as a "gather 'round and listen" song. With its gentle opening, the narrator seeks to encourage his audience perhaps, to emulate Wolfe. He also changes persona, as the narrator becomes Wolfe in the second verse, but then switches back to narrator later on, which is an interesting feature of this ballad.

Cheer up your hearts young men let nothing fright you.
Be of a gallant mind, let that delight you;
Let not your courage fail 'till after trial,
Nor let your fancy move at the first denial.
I went to see my love only to woo her,
I went to gain her love, not to undo her;
Whene'er I spake a word my tongue did quiver,
I could not speak my mind while I was with her.

Brave Wolfe then took his leave of his dear jewel,
Most sorely did she grieve, saying don't be cruel,
Said he 'tis for a space that I must leave you,
Yet love, whene'er I go, I'll not forget you.

So then this gallant youth did cross the ocean,
To free America from her invasion;
He landed at Quebec with all his party,
The city to attack, both brave and hearty.

Brave Wolf drew up his men in form most pretty,
On the plains of Abraham, before the city;
There just before the town the French did meet them
With double numbers they resolv'd to beat them.

Each man then took his post at their retire,
So then these numerous hosts began to fire;
The cannon on each side did roar like thunder,

And youths in all their pride were torn asunder.

The drums did loudly beat, colors were flying,
The purple gore did stream and men lay dying;
He lifted up his head while guns did rattle,
And to his army said, "how goes the battle?"

His aid-de-camp reply'd, "'tis in our favor,
Quebec with all her pride, we soon shall have her;
She'll fall into our hands, with all her treasure,"
O then reply'd Brave Wolf, "I die with pleasure."

He clos'd his eyes with joy on human glory,
And left each earthly toy, so transitory;
Brave Wolf is now enroll'd the first of heroes,
And joins a host of those who feel no sorrow.

Britannia's Lamentations

The death of General Wolfe was such a significant event that Thomas Paine (1737-1809) also wrote verses mourning his loss. They originally appeared in Paine's *Pennsylvania Magazine* (March 1775), "to the tune General Wolfe, a new song" with the music and are included in the collected editions of Paine's works. Later entitled "Britannia's Lamentations" when published as a broadside ballad, this is a much more literary portrayal of Wolfe's death. For Wolfe's abilities on the field of battle were so crowned with success that Mercury is asked to retrieve Wolfe to assist in the gods' battles above. Quite different from the simple narrative style of "The Death of General Wolfe", one can imagine the emotional outpouring which accompanied this song. Unlike the other ballads about Wolfe, this one begins with a dark, somber setting: Britannia is sad and despairing in a cave, or cell, with dust on the ground. This contrasts with the previous ballad, which instructs the listener to "cheer up" and "let nothing fright you." Unfortunately, the broadside is published without reference to a tune, yet one can imagine a number of melodies to which these verses may fit.

In mould'ring cave, where the wretched retreat,
BRITANNIA sat wasted with care;
She mourn'd for her WOLFE, and exclaim'd against fate,
And gave herself up to despair.
The walls of her cell she had sculptur'd around
With the deeds of her favorite son;
And even the dust, as it lay on the ground,
Was engrav'd with some deeds he had done.

The sire of the gods, from his crystalline throne,
Beheld the disconsolate dame,
And mov'd with compassion, sent Mercury down,
And these were the tidings that came:
Brittania, forbear! not a sigh nor a tear,
For thy Wolfe, so deservedly lov'd;
Your tears shall be chang'd into triumphs of joy,
For thy Wolfe is not dead, but remov'd.

The sons of the east, the proud giants of old,
Have crept from their darksome abodes;
And this is the news, as in heaven we're told,
They were marching to war with the gods.
A council was held in the chamber of Jove,
And this was the final decree--
That Wolfe should be call'd to the armies above,
And the charge was entrusted to me.

To the plains of Quebec with the orders I flew,
Where Wolfe with his army then lay;
He cried, "O, forbear! let me victory view,
And then thy commands I'll obey."
With a darkening film I encompass'd his eyes,
And bore him away in an urn,
Lest the fondness he bore for his own native shore,
Should tempt him again to return.

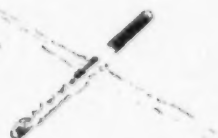
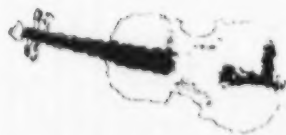
Conclusions

Songs of the French and Indian War, as demonstrated by the examples given above, are helpful in recounting the major battles and to a

certain extent, the feeling of the populace. Whether it was the Acadians, the Bostonians, or the British intellectuals (in the case of "Britannia's Lamentations") many of their sentiments have been communicated to us through their songs. The style in which the ballads were written, including the rhythmic structure and word usage, tell us about the writer as well. These ballads allow us to "visit" the era, to discover what people were thinking and feeling about current events in a unique manner. They are an important link with the past and warrant extensive examination.

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Queen Aliquippa and the Start of the French and Indian War

William Switala

The French and Indian War was one of the more pivotal events in American Colonial history. An extension of the Queen Anne's War raging in Europe, it ultimately resulted in the ascendancy of the British over the French in North America and in the sowing of the seeds which led to the American War of Independence. While the war was fought over a broad front in northeastern North America, it was in the hills of western Pennsylvania that the first shots were fired in a conflict that was to last from 1754 to 1763. The war involved the two leading powers in Europe, as well as the leading Indian nations in northeastern America.

The participation of the American Indians on both sides during the conflict is one of the main reasons for the war being called the French and Indian War. By the end of the war, the Delaware, Shawnee, Iroquois and Huron nations were drawn into the struggle. At the onset of the conflict two members of the Seneca tribe living in western Pennsylvania, played important roles in aiding the British. One of them was the Seneca chief, Tanaghrisson, better known as Half-King, and the Seneca matriarch, Queen Aliquippa (Wallace, 1981). Both assisted the British in maintaining the lines of communication between the frontier and the colonies located to the east, both gave material aid to British travelers in their region and both were present when the first serious battle of the war took place. Of the two, Queen Aliquippa captures the imagination more so because of her role as a matriarch in her tribe and her direct contact with George Washington, the future first President of our nation.

Aliquippa was born sometime around 1680. (HSWPA). She spent the early years of her life living in the Seneca settlement at Conestoga on the

eastern shore of the Susquehanna in what is now Lancaster County. (Wallace, 1981). In 1701 she is important enough to journey with the leaders of her tribe to New Castle to bid farewell to William Penn, as he was departing for his return to England. She had brought along her young son, whom Governor of the Colony Morris named Newcastle, in order to commemorate the event (p. 173). At some point in the early 1700's, perhaps due to the encroachment of German settlers in the region, she moved, along with a number of her tribe westward. Most likely they followed the Paxtang Indian Path from Conestoga to Paxtang (modern Harrisburg). There they would have crossed the river and set forth on the great Raystown Path. This well traveled trail would have taken them through Raystown (modern Bedford) all the way to the Forks of the Ohio River in western Pennsylvania (Wallace 1971).

Aliquippa settled a few miles down the Ohio River from the Forks at a spot near the mouth of Chartiers Creek. Wallace (1981) has her establishing a village at the site in 1731. When Conrad Weiser made his journey through western Pennsylvania as the Pennsylvania' ambassador to the Indian tribes on the frontier, he recorded in his journal that on August 27, 1748 he dined with Aliquippa in her village (Thwaites, 1904). He states that she was "...an old Seneca (sic) Woman...(who) Reigns with great Authority" (p. 24). The following year, 1749, the Governor General of New France, the Marquis Duquesne, dispatched an expedition led by Pierre-Joseph Celoron de Blainville to go through western Pennsylvania asserting French authority over the region. Celoron buried lead plates along his journey claiming the land for the French monarch, King Louis XV (Puochot, 1781). Celoron met with Aliquippa, when he reached the Forks of

the Ohio. He tried to enlist her support for the French claim, but he was unsuccessful. Of his encounter he wrote that Aliquippa ". . . regards herself as a sovereign, and is entirely devoted to the English" (Thwaites, 1904, p. 24). After her encounter with Celoron, Aliquippa decided to move her village further from the French presence at the Forks. She chose a spot where the Monongahela and the Youghiogheny Rivers meet (present day McKeesport). In 1753 she told the frontier scout, Christopher Gist, that she would not go back to her old site, until the English would build a fort at the Forks of the Ohio (p. 24). While these events were transpiring, Robert Dinwiddie, the Governor of the Virginia Colony, became alarmed at the French incursion. He believed that western Pennsylvania belonged to Virginia. He summoned a young major in his Virginia Militia, named George Washington, and sent him to the commander of the French forces located at Fort LeBoef in Venango, western Pennsylvania with a letter asserting Virginia's claims (O'Meara, 1965). Accompanying Washington on the journey were Christopher Gist, his guide, and Jacob Van Braam, who was to serve as Washington's interpreter. When they reached Ft. LeBoef, the commander of the French, Captain Joncaire, rejected Dinwiddie's request. On the way back to Virginia, Washington and his party stopped to pay their respects to Queen Aliquippa. She extended him warm hospitality and Washington gave her a colorful matchcoat and a bottle of rum. He noted in his journal that she especially appreciated the bottle of rum (Washington, 1959).

The French moved in the spring of 1754 to fortify the Forks of the Ohio. In April of that year, after routing a small contingent of Virginia militia, they erected a fort there calling it Fort Duquesne. Commanding the fort was Claude-Pierre Pecaudy de Contrecoeur (Pouchot, 1994). Governor Dinwiddie, in response to this action, once again sent George Washington, now a Lt. Colonel in the

Militia, with a force to dislodge the French. Upon receiving word of Washington's advance, Contrecoeur sent Joseph Coulon De Villiers de Jumonville, with about 30 men, to present Washington with a letter demanding that he retreat from the area (p. 64). What happened next has been a point of contention down through the history. According to the French account of the event, on May 25, Washington surprised French at their encampment and fired on them without provocation killing Jumonville and several of his men (p. 64). In his journal entry recalling the episode, Washington admits to having given the order to open fire on the French resulting in the death of Jumonville (Kent, 1989). Unfortunately, Washington's Journal survived only in a French copy. His original Journal was taken from him after his defeat at Ft. Necessity. Later it was taken to France and translated into French. When word of the incident reached Contrecoeur, he dispatched a force led by de Villiers, Jumonville's brother to attack Washington. The French account has the French force at 300 men and the English version has it as a force of 600 soldiers and 100 Indian allies (Puchot, 1994 and Alberts, 1975).

Forced to retreat and then to make a stand, Washington orders the construction of a small fort which he calls Fort Necessity on May 30 (Kent, 1989). The next day Half-King and Queen Aliquippa arrived with a group of 80 to 100 Indians. A son of Aliquippa came later bearing a letter from the frontiersman, George Croghan, telling him that he was unable to raise any more Indian fighters as a reinforcement. (p. 26). As a favor to Aliquippa, Washington honors a request she made of him, asking that he give her son an English name, and does so by naming him "Fairfax" (Alberts, 1975).

The French arrived on July 3 and laid siege to the fort. Due to the poor location of the fort, having a force with few able bodied men, and facing

dwindling supplies and poor weather conditions, Washington surrendered to the French on July 4, 1754. He was forced to sign terms of surrender written in French and poorly translated by his interpreter, van Braam in which he admits to having assassinated Jumonville. The Virginians are allowed to return home and no harm befalls them. Thus began the French and Indian War.

When Washington surrendered Fort Necessity, Aliquippa was put in an untenable position. She had clearly sided with the English and could no longer live in an area controlled by the French. She decided to return to the east with her people. Traveling back over the Raystown trail she reached Bedford. From there she took the Three Springs Trail to an Indian settlement at Aughwick(Wallace, 1971) Age and poor health brought her life to an end and she died at Aughwick in the fall of 1754 (Wallace 1981). During her lifetime she had witnessed the departure of William Penn, the opening of the frontier, the entrance on the world stage of George Washington, and the onset of the French and Indian War. A unique individual, Aliquippa was one of the more memorable figures in Pennsylvania history.

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George Washington's Flintlock Pistol



French Flintlock Rifle • c. 1750

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Poise your
firelock



Cock
your
firearm



Present!



Fire



Half Cock
your
firelock



Rest your
firelock



Jumonville

Glen

Courtesy of Steven
Nuckles



The night of May 27, 1754 was black and rainy. It was so dark that many times the 40 soldiers from the Virginia Regiment lost their way. Finally at dawn they reached their destination, the camp of the Seneca chief Tanaghrisson, also called the Half King. He was a friend of the British. Just like the British, he was concerned about the French invasion of the Ohio River Valley.

Tensions in the region had been building. For many years British traders had been traveling across the Allegheny Mountains to trade with the Ohio Valley Indians. The French controlled the Indian trade further west and saw the British traders in the region as a threat to their trade. In 1753 the French began building a series of forts from Lake Erie south along the waterway. These forts also served as trading posts. British traders were expelled from the area. The Ohio Valley Indians had a difficult decision. The British trade goods were less expensive and of a better quality than the French. However, British colonists were looking for more farmland. They wanted to settle and farm the Ohio River Valley where the Ohio Valley Indians lived. The Half King had decided early on to ally himself with the British.

On the morning of May 28, 1754, as the wet soldiers came into his camp, the Half King told their commander the news. His scout had located a large party of French camping in a hidden ravine a couple of miles away. Together they made a plan. They would surround the French and ask them to surrender.

The French were just getting up and having their breakfast. A French soldier spotted the British and yelled. They all ran for

their muskets. A shot was fired. Then the Virginia commander ordered his troops to fire. The French were in a bad position. They tried to escape down the ravine, but met the Half King and his warriors. They came back and surrendered.

The whole skirmish lasted only 15 minutes. The French commander Ensign Jumonville was dead along with 12 other French soldiers. One Frenchman escaped and 21 were captured. Only one Virginian died. These were the first shots of what was to become the French and Indian War. It was also the youthful Virginia commander's first military engagement. He wrote "I heard the bullets whistle and believe me there is something charming in the sound." Who was the young commander? It was a 22 year old George Washington.



Fort Necessity

Courtesy Jane Clark

After the skirmish with the French on May 28, 1754 Lt. Colonel George Washington anticipated that the French would retaliate. He returned to his camp in the open meadow and had his troop erect a small stockade, which was named Fort Necessity. It took them 5 days to construct the stockade and Washington proudly wrote, "We have just finished a small ... fort, in which ... I shall not fear the attack of 500 men."

However, the attack did not come quickly and Washington's problems mounted. He was running low on food. The Half King and 80 to 100 Ohio Valley Indians came into camp. He held a council with them to try to convince the warriors to stay and fight with him, but they advised him to abandon his fort. They would not stay. Soon 100 reinforcements arrived. With them came the news that the commander of the regiment had fallen from his horse and died of his injuries.

Washington was promoted to Colonel and now commanded the Virginia Regiment. Additional troops arrived bringing the British force to 400.

Washington was anxious to continue building the road he had been ordered to construct. They were 13 miles from the fort when news arrived that the French were on their way. The soldiers returned to Fort Necessity and began hasty last-minute improvements.

On the morning of July 3rd, 600 French and 100 Indians attacked. The French commander was the brother Ensign Jumonville who had been killed a month earlier in a skirmish. Washington's fort was situated nicely in an open meadow, but it had one flaw. The woods on one side were within musket range. The French surrounded the fort with most of the troops moving to this location to fire on the British. Soon another problem plagued the British, it began to rain. With wet gun powder their guns would not fire properly and their trenches filled with water. The French sheltered in the woods were able to keep their gun powder drier. Throughout the day they kept up the fight.

Washington was surprised when around 8:00 in the evening the French called out to ask if they would like to

surrender. With 30 dead and 70 wounded Washington thought the French might try to rush in and capture Fort Necessity. After 4 hours of negotiation Washington and the French commander signed the surrender paper. The young commander and his troops surrendered the fort the next day and were allowed to retreat across the mountains. The French burned the fort.

Young and inexperienced Washington made many mistakes. However, throughout the French and Indian War he continued to learn about leadership and military operations, skills he would use later in his life. Fort Necessity was the only time in his career he would surrender. It was a situation he would not get into again.

Site Information

Site:

Fort Necessity National Battlefield
1 Washington Parkway
Farmington, PA 15437

Phone Number: 724-329-5512

Webs site: <www.nps.gov/fone/> or the teacher page at

<www.nps.gov/fone/classroom>

Hours: 9:00 to 5:00

Season: Open every day except New Years Day, Martin Luther King Jr. Birthday, President's Day, Veteran's Day, Thanksgiving and Christmas.

THE STORY OF FORT LIGONIER

The Post at Loyalhanna

(Courtesy -Martin West , Executive Director , Fort Ligonier)

In 1758, after three years of French domination in the western Pennsylvania region, the English organized a major campaign to drive the French from North America. Troops were ordered against Fortress Louisbourg in Nova Scotia, Fort Ticonderoga in New York and Fort Duquesne at the forks of the Ohio River. General John Forbes was assigned to lead the campaign against Fort Duquesne. Instead

of using the Old Braddock Road, Forbes decided to open a new, more direct road westward from Fort Bedford (Raystown). There was no question that his army consisting of Highlanders, Royal Americans and provincials from Pennsylvania, Virginia, Maryland, Delaware, and North Carolina could easily take the French fort. The problem was to get the army and supplies across the mountains from the east. Braddock's defeat

demonstrated that the lack of a fortified post to fall back on could result in disaster. Therefore, General Forbes ordered the construction of a fort at Loyalhanna Creek, located halfway between Fort Bedford and Fort Duquesne. This fort was to act as an outpost—a place of refuge, a storage depot and a staging area for the British army.

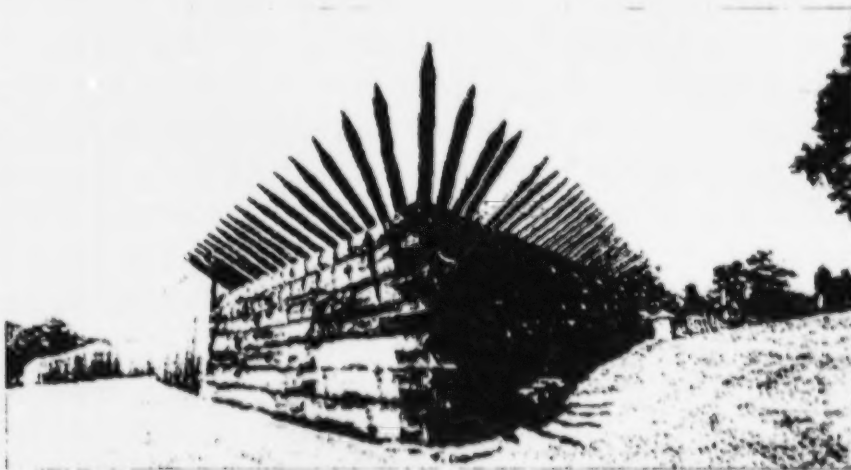
When Forbes' army came to Loyalhanna in September of 1758 to build the fort, the area was covered with an open hardwood forest with a canopy of leaves so dense the sky was barely visible above the trees. Colonel James Burd, military engineer Harry Gordon and over 1500 soldiers arrived in Loyalhanna to begin the building of the fort. Also with them were a number of soldiers' wives and women (known later as "camp followers"), some children and a large number of horses, cows, pigs, and sheep. Construction began on September 3, 1758.

On October 12, 1758, while Henry Bouquet (who was second in command under General Forbes) was on a reconnaissance mission on Laurel Hill, and Colonel James Burd was left in command, 440 French and 150 Indian troops mounted a surprise attack hoping to capture the half finished fort. The British troops held out, and the French retreated. Although most of the horses were driven off, British casualties were minimal with 12 killed, 18 wounded and 31 missing.

On November 11, shortly after General Forbes arrived at Fort Ligonier, a Council of War was held. It was decided that an attack against Fort Duquesne would be impossible until spring. The very next day, a British deserter was captured who had been serving with the French forces at Fort Duquesne. He conveyed information to General Forbes that the garrison at Fort Duquesne was

diminishing as troops left for Quebec, and Indians retired into the wilderness for the winter. This information, coupled with the advisement of Captain Gordon that Fort Ligonier might be too weak to last the winter, led to the decision to attack Fort Duquesne.

On November 24, 1758, British troops



advancing to Fort Duquesne had arrived at Turtle Creek not far from the area of Braddock's defeat. A loud explosion was heard, and scouts returned with news that Fort Duquesne was on fire, and the remaining French forces were retreating up river. On November 25, British forces led by General Forbes claimed the burnt and abandoned fort for England and renamed it Fort Pitt. The headwaters of the Ohio would now be under British control.

Fort Ligonier was never taken by enemy forces. It continued to serve as a "post of passage" to Fort Pitt and the western frontier. During Pontiac's uprising in 1763, it was a vital link in the British communication and supply lines and survived an attack by Pontiac in June of that year. Pontiac was defeated at Bushy Run in August of 1763 by Colonel Bouquet and his troops. In 1766, Arthur St. Clair was appointed caretaker and civil commandant of the fort, and it was retired from active service. Without an active garrison, the fort fell into disrepair. By 1800, it is probable that there was no above ground evidence of Fort Ligonier.



GUNS AT THE FORT

ARTILLERY DISPLAYED AT FORT LIGONIER

(Editor's Note: These exhibits present hands-on opportunities for students and visitors to Fort Ligonier. Most are displayed outdoors. Because the Fort is in a residential area, the traditional noon-day cannon fire is not in operation)

GRENAD LAUNCHER

A small portable bronze tube situated on a wooden bed without wheels. It is designed to launch grenades much farther than they can be thrown.

COEHORN MORTAR

A bronze barrel sits on a wooden bed without wheels. It can be carried by two men. This gun fires 4.5-inch shells at a high trajectory (45°). A hole in the wooden fuse of the shell is filled with powder and cut to length to time the explosion.

8-INCH MORTAR

This mortar throws an 8-inch shell. Its great weight and heavy recoil requires a reinforced bed of two sections, upper and lower.

GARRISON PIECE

Similar to a ship's cannon, this six-pounder, lacking mobility, can only be used in a battery. An elevating wedge raises the barrel for a flat trajectory. It shoots solid shot, grape shot and canister.

3.5-INCH HOWITZER

A type of gun combining the features of a mortar with a field piece. The bronze cast barrel has the cipher of Sir John Ligonier, Master General of the Ordnance. A carriage with large wheels and short trail, this howitzer discharges a 3.5-inch shell, and can also fire canister and grape shot.

8-INCH HOWITZER

The bronze cast barrel of this howitzer, the largest used in America during this period, has the cipher of the Prince of Wales and is dated 1727. A carriage with large wheels and short trail, the piece discharges an 8-inch shell, and can also fire canister or grape shot. It has a range of one mile.

6-LB. FIELD PIECE

A six-pounder throws a six pound ball. Used on the battlefield for easy mobility, this light gun fires solid iron spheres and for close range, anti-personnel grape shot and canister. The elevating screw raises and lowers the barrel.

12-LB. FIELD PIECE

A light twelve-pounder throws a twelve pound ball. Deployed on the battlefield, this gun fires solid iron spheres, grape shot and canister. The elevating screw raises and lowers the barrel. It has a range of 2000 yards.



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French and Indian War

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1754-1763

Teacher's Guide & Resource Package For Upper Elementary Grades



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- Bushy Run Battlefield • Fort Ligonier • Fort Pitt
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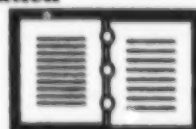


Available in the spring of 2003. Contact any of the sites listed above for additional information, or call 724-329-8124.

Teacher's Guide

- Teacher Background Information
- Student Readings
- Student Activities

French and Indian War: 1754-1763



Biography Cards of participants

- British • French • Native American

Maps

- Wall map
- Student maps



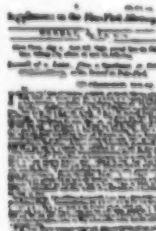
Artifacts

- Reproduction artifacts
- Student activities



Primary Documents

- Reproduction primary documents
- Student activities



Organized around seven questions

- Who were the people involved?
- What were they fighting for?
- How did the conflict begin?
- How did the conflict progress?
- How did the conflict end?
- What were the consequences?
- How did the French and Indian War set the stage for the American Revolution?



Meets national standards for History and Geography

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The French & Indian War in World History with an emphasis on Western Pennsylvania "History in Our Backyard"

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Date : September 15 & 16, 2003

Monday September 15-Fort Pitt Museum: 7:00pm-9:00pm

Welcome / Wine & Cheese Reception

Keynote Speaker

Tour of Museum

Tuesday September 16-Soldiers & Sailors Military Museum: 8:00am-4:00pm



Fort Pitt Blockhouse

Continental Breakfast

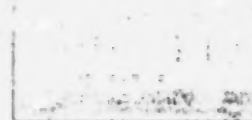
Keynote Speaker

Three Morning Sessions

Lunch

Three Afternoon Sessions

Wrap-up / Act 48 Certificate



Soldiers & Sailors

When you attend the conference you will receive the following:

- ◆ A general "model" for teaching all American Conflicts
- ◆ Act 48 Certificate of attendance for 10 hours
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- ◆ Breakfast & Lunch at Soldiers & Sailors on September 16
- ◆ Binder with materials on the French & Indian War
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- ◆ Free Robert Griffing Poster on Ft. Neccessity
- ◆ Free video "When the Forest Ran Red" depicting the French & Indian War
- ◆ Free PA Council for the Social Studies Journal on the French & Indian War
- ◆ Free Fort Pitt Book on the French & Indian War
- ◆ Option to purchase War for the Empire Curriculum Package
- ◆ Free canvas bag to hold all the above

The above Conference materials are guaranteed to the first 150 people who register!

That's a \$100.00 value for a registration fee of only \$40.00!

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Questions? Call Tim Neff or Dick Williams: (412) 621-4253 x219

Sponsored by Soldiers and Sailors National Military Museum and Memorial, Fort Pitt Museum and Pennsylvania Council for the Social Studies

Forts, Fields & Forests



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Zip _____

3. School District _____

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Zip _____

4. School Phone _____ - _____ - _____ ext. _____

5. Home Phone _____ - _____ - _____

6. School E-Mail _____ 7. Home E-Mail _____

Registration Details

I will attend the Pre -conference event at Fort Pitt. on Sept. 15. (Circle one) YES No

I will attend the Conference at Soldiers & Sailors on Sept. 16. (Circle one) YES No

Conference materials are guaranteed to the first 150 people who register!

Registration Fee: If paid on or before Monday Sept. 8, 2003 \$40.00 _____

If paid after Sept. 8, 2003.....\$50.00 _____

Make Checks payable to: Soldiers and Sailors

Mail to: Soldiers & Sailors

ATTN: Tim Neff

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Broadcast
Documentary

Three Empires ... One Desperate Quest



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"When the Forest Ran Red"

Winner of 5
National Awards!

Coming
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Education Kit
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"George Washington's First War"

Coming in May
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World Premiere!
May 21, 2003
Soldiers & Sailors
Memorial Hall
Pittsburgh
6:30 p.m.

Details at 866.831.4840

Story Summary:

When the Forest Ran Red chronicles the quest of the British, French and Native American Empires to possess the Ohio Country 20 years prior to the Revolutionary War. Conflict ignites as 22-year-old George Washington steps onto the world stage as the **murderer** of Jumonville, a French emissary. In the subsequent battle of Fort Necessity, Jumonville's brother leads an army that defeats Washington. These events lead to the campaign of General Edward Braddock against the French in the heart of the wilderness. With the British moving inexorably closer, a charismatic French officer leads his French/Indian guerrilla force in a desperate attack on Braddock's column. The resulting battle will change the course of American history.

The Historical Society of Western Pennsylvania presents a Paladin Film, **When the Forest Ran Red: Washington, Braddock & a Doomed Army** Starring Fred Anderson & R. David Edmunds ■ Narrated by Michael Rothhaar ■ Music by Broadside Electric ■ Special Appearance by The Colonial Williamsburg Fifes & Drums ■ Director of Photography Richard K. Schutte ■ Editor Tom Wilson ■ Written & Produced by Robert Matzen ■ Directed by Robert Matzen & Michael Foster **2001, 59 minutes, Film and DV CAM, Hi-Fi Stereo, Closed Captioned, Color**

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Story Summary:

As **George Washington's First War** begins, the British government reels from the annihilation of Braddock's Army in the wilderness. The "French & Indian War" has begun. Now the British colonies of Pennsylvania, Virginia and Maryland are undefended, and French-led raiding parties use terror to roll English settlements back toward the Atlantic coast. In this dark time Virginia turns to its most experienced young leader, George Washington. For three years Washington matches wits with "the most skillful of enemies." Finally the British government launches an ambitious new campaign against the French Fort Duquesne, and George Washington now marches at the head of the most powerful army ever seen in America.

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